

Improving Learning with Next Generation Assessment—Not Just for Core Subjects!

LeAnne Wagner, Teacher Librarian @BHS_TL

Eric Knudson, Health Teacher, Certified Athletic Trainer
@EEKnudson

Bettendorf High School, Bettendorf, Ia

Assessments in 1:1 environment

- * Variety--Choice
- * Motivational--passion
- * Shared—global audience
- * Reflective—responsive to feedback
- * Multidimensional—skills and content

Summative/Formative

- * Summative Assessment – General Quiz/Test
 - * Types of Questions You Can Create
 - * Grading an Assessment
 - * Entering into Gradebook
- * Formative Assessment
 - * Pre-Post Testing – Comparative Data – Did they get it?
 - * Quick Questions – Socrative/Naiku
 - * Read-Review-Reinforce (Check For Understanding of Concept)
 - * Gamification – Accuracy/Time/Group Work
 - * Intro Assessment – What do they know?

Summative Assessment - Naiku

- * Multiple Choice
- * T/F
- * Matching
- * Passage – With Questions
- * You can add pictures, video, etc...
- * Easily Graded and Put into Gradebook with 1 key stroke!

Formative

- * Pre-Post Testing – Comparative Data
 - * Individual Question Evaluation – Concept Review
 - * “Did They Get It”
- * Quick Questions – Socrative/Naiku
 - * Use during a PPT or Discussion
 - * Use for Polling and Votes – Sexuality and Society
 - * Use in Gamification
 - * Use to Create Involvement and Class Participation
- * Read-Review-Reinforce (Check For Understanding of Concept)
 - * Read/Lecture First → Sexual Harassment Narrative
 - * General Worksheet Type Review Questions
 - * Concept Reinforcement
 - * Do you think this situation is harassment? Does it only happen this way? What is the root? - True/False or Yes/No Format. Some questions may be opinion and not have correct answer like a summative assessment.
 - * Correct and Discuss - Use Naiku – see the results




- * Gamification

- * Make a Canned WS Fun
- * Groups/Teams
- * Have them do it together for speed and accuracy.
- * Give Extra Credit for Winners (Small Amount)
- * Penalize Wrong Answers with additional time
- * Lowest Time Wins, 2nd, 3rd....etc.
- * THEY LOVE THIS!

- * Group Assessment

- * Usually More Difficult Content or Things They Must Look Up
- * Work as Group – Question by Question
 - * I Encourage Debate and “Civilized Discussion”

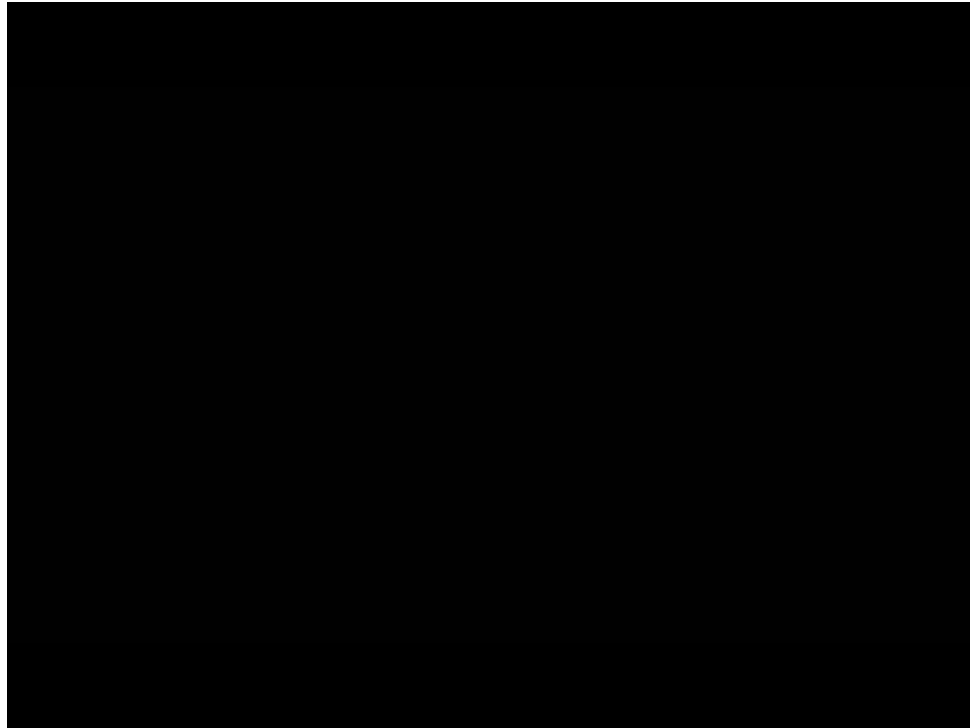
- 
- * Public Service Announcements – Drugs
 - * I-Movie or Other Programs
 - * Research Drug & Affects
 - * Write Script & Shoot PSA
 - * STD Flyer – SMORE.COM
 - * Create Flyer – Educate and Persuade (Abstinence)
 - * Save as PDF – Send Via Google Docs



Variety--Choice

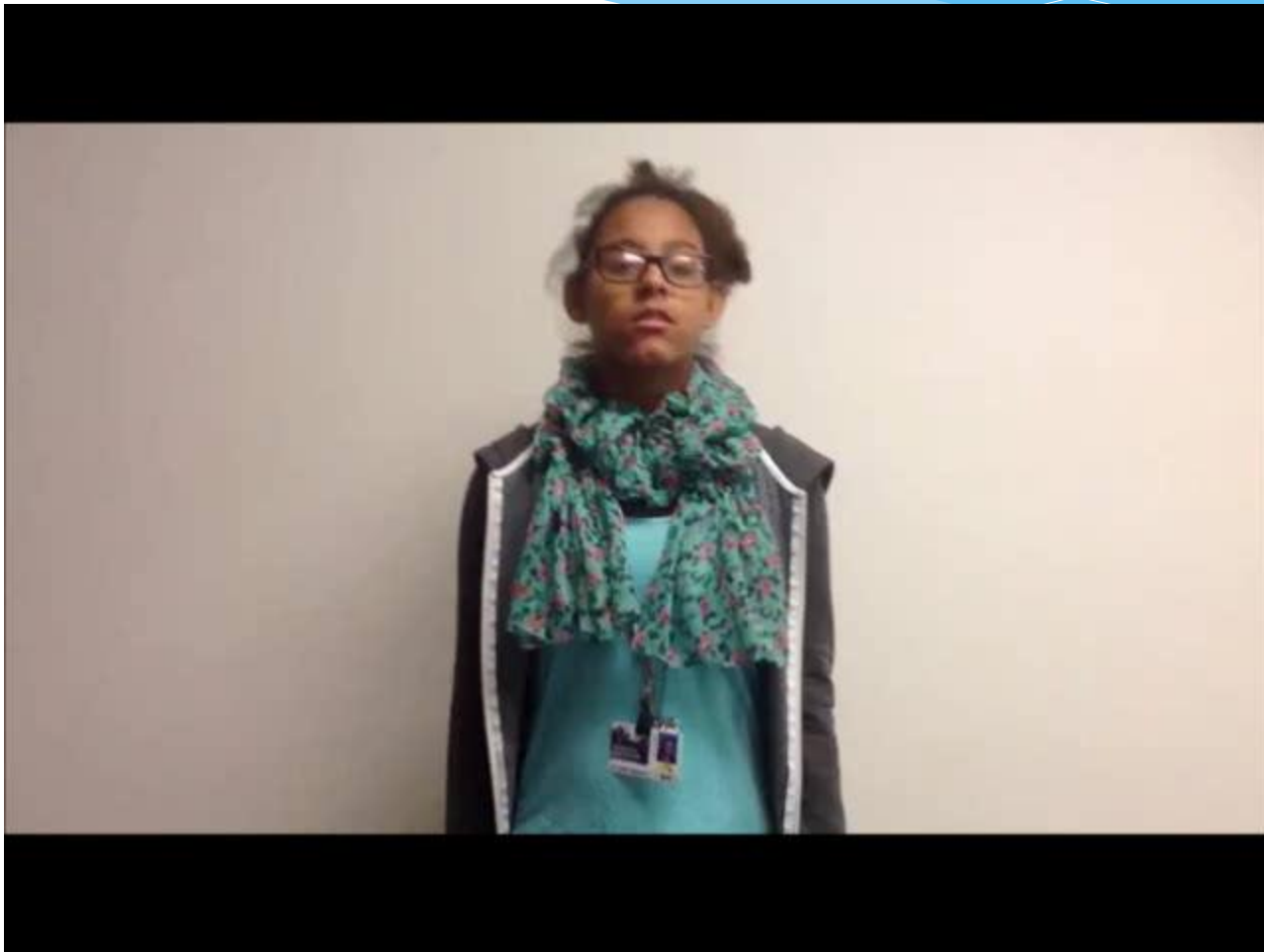
- * Nancy Emmerson—Language Arts
- * Students could choose how they demonstrated their understanding of a quote/philosophy from Emerson or Thoreau
- * Brooks Martin chose to write and perform a song about trying to find the meaning of life through nature.

Brooks Martin—“Empty Minds Here”



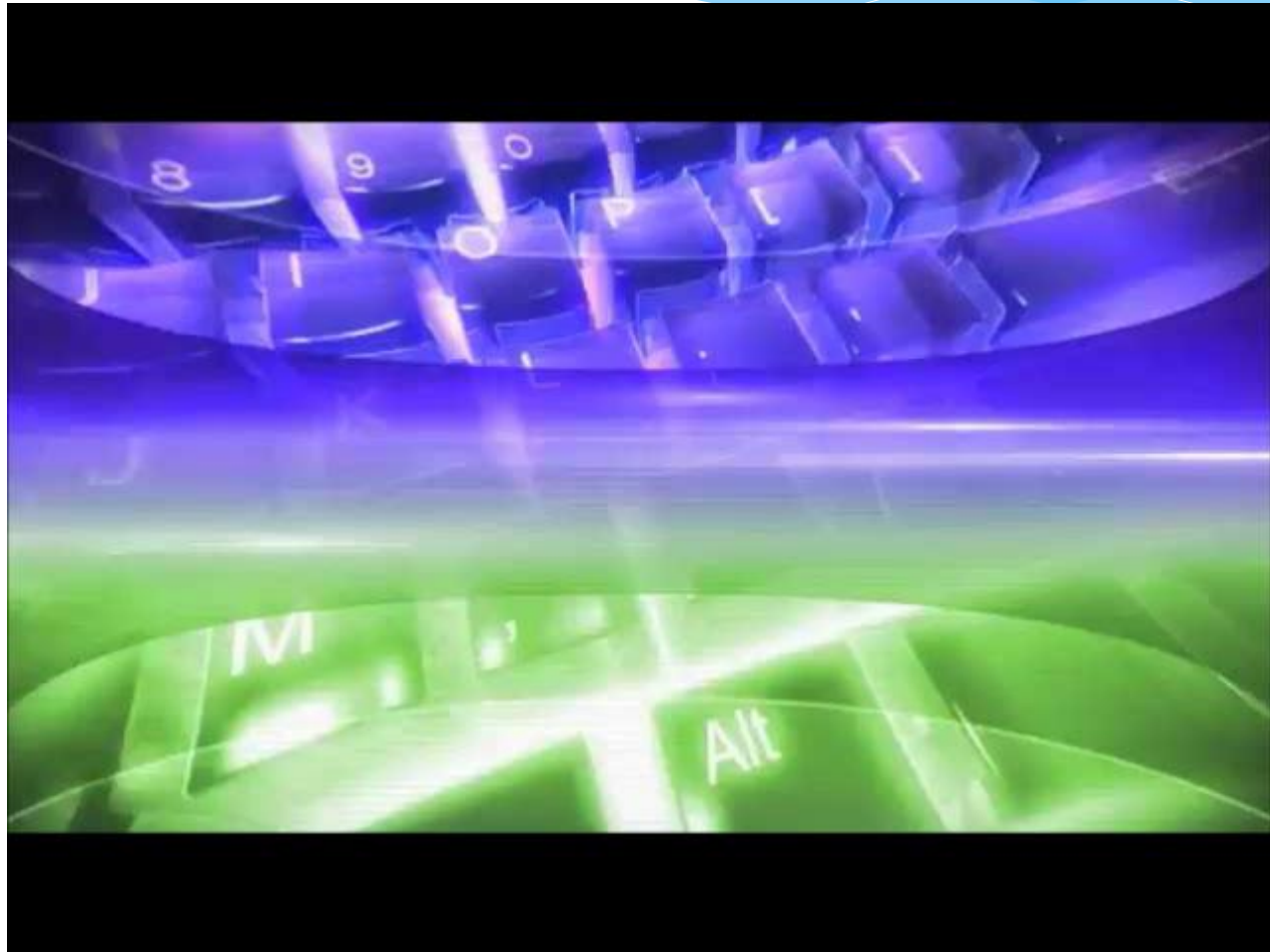
Choice

- * Shannan Retter—Language Arts
- * Students read the book *Tears of a Tiger* by Sharon M. Draper.
- * Students were inspired by the subject matter and chose to create a PSA
- * The [PSA](#) acted as a springboard into the second book of the series.



Motivational--Passion

- * Jenny McDaniel—Honors English
- * Students read “A Long Way Gone”—story about a young man who was forced into a world of violence in Sierra Leone.
- * Importance of sharing experiences in hopes of preventing other tragedies.
- * Students are asked to choose a current issue and create a [PSA](#).



Shared--Global Audience

- * Partnership between High School Spanish students and After School Reading program in Guatemala
- * Phase I: HS students created stories from articles in Guatemalan newspaper
- * Created storyboards, identified appropriate text
- * Students from Multimedia Art created images
- * Stories were then shared with Guatemalan students, via PDF

Impossible to move a Hippo

Imposible Mover a un Hipopótamo

Por Michael Catchpool y Rosalind Beardshaw




1 | Página

Ya cuando iba a volver a repetirles lo mismo, el león interrumpió al loro diciéndole- Y tú puedes ayudar--Todos avanzaron hacia el puente-- Preparados, listos ¡salten! Se elevaron y cayeron en el puente. Y cuando cayeron, el hipopótamo se elevó--Yuupi!



8 | Página

- 
- * Phase II—High School students will identify select vocabulary words to aid in reading comprehension and create activities for Guatemalan students to use with that vocabulary.

Shared--Global Audience

- * [Mark Pisel](#), Entertainment Marketing
- * Students create a personal blog as a “Race to 1500”.
- * Chelsea Kalar @chelseakalar @kalarkind
- * experienceactsofkindness.blogspot.com
- * Connections and feedback
- * Skype with classes in Saudi Arabia and New Jersey

MR. PISEL'S *Bett* TEACHER WEBSITE

[HOME](#)[ABOUT MR. PISEL](#)[BUSINESS PRINCIPLES](#)[ENTERTAINMENT MARKETING](#)[TECH INTERSHIP](#)[BHS Business Department](#)

The Race to 1500 is a real world marketing project in which students create, develop, and market a blog. The blog topic can be anything the student chooses. Students will learn the value of understanding a target market, doing market research, and applying promotional activities in order to generate page views. With the blog as the product and the readers as the customers, students will get real-time customer feedback as to whether the marketing plan is actually working.

Promotion Strategy

Summary of Promotion Strategy. Based on your research, where are your potential customers and how will you get your blog in front of them?

Promotion 1 Title:

<ul style="list-style-type: none">• Date of Promotion	
<ul style="list-style-type: none">• How did you promote your product?	
<ul style="list-style-type: none">• How did this promotion get your product in front of your target audience?	
<ul style="list-style-type: none">• Did the promotion work? Describe your answer.	

Promotion 2 Title:

Random Acts of Kindness

[Home](#)[SHARE YOUR STORY](#)[WHERE KINDNESS HAS SPREAD](#)[ABOUT THE BLOG](#)[NEWS](#)

Map



Total Pageviews

54086

Blog Archive

- ▼ 2014 (78)
 - ▼ April (2)
 - DQ
 - Keep it going
 - March (19)
 - February (41)
 - January (16)

Thursday, April 3, 2014

DQ



18thstdq.com

Like Page

Thursday night at my DQ on 18th St in Bettendorf, something awesome happened! 52 consecutive cars paid it forward! My employees were jumping with excitement at each car that came thru! Thanks to all of you for such an expression of kindness. In return I will send \$250.00 to The Children's Miracle Network, which goes directly to The University of Iowa Children's Hospital. You are all awesome!

Like · Comment · Share · March 28 at 7:31pm · ☺

Last week something incredible took place in my community. At Dairy Queen 52 cars consecutively paid it forward by paying for the person behind them in line. In return, DQ is donating 250 dollars to the Children's Miracle Network. It's amazing hearing that someone paid for someone else's meal, but to hear that it was continued on for 52 cars has me speechless. I couldn't be more impressed with everyone in my community.

Share It

[Share this on Facebook](#)

[Tweet this](#)

[View stats](#)

[\(NEW\) Appointment gadget >>](#)

Contact Us

Email: sharethekindness22@gmail.com
Twitter: [@kalarkind](#) #kalarkind
Facebook: www.facebook.com/kalarkind

Share the kindness

#kalarkind

Share the Kindness
Kalar Kind
@kalarkind

2 Apr

"@JS_Cullen: Close up of @Gallagher4Mayor @chelseakalar and her teacher @mpise12 pic.twitter.com/S0lbtqx3mV" #kalarkind



Visitors to experienceactsofkindness.blogspot.com (dates and country totals below)

Navigation: [Maps Archive](#) | [Notes](#) | [Full Map Key](#)

Page Blocked



To get your own ClustrMap, register here

H distance in which individuals are clustered

Dot sizes: ● = 1,000+ ● = 100 - 999 ● = 10 - 99 ● = 1 - 9 visits

● = Recent [?] ● = Tweets [?]

Reflective—immediate feedback

- * Hilary Puglisi—Digital Photography
- * Students upload their pictures to Flickr—and create a blog
- * Students are asked to then reflect on their own work including an analysis of techniques, camera angles, subject placement and lighting.
- * Students then are asked to review and comment on other student photos.

Multidimensional

- * Cathy Ahrens—Honors American History
- * Students choose a specific historical example of Cold War tensions.
- * 10 minute news cast including interviews with someone in the administration, footage, man on the street interviews, interview with political or military analyst and background information.
- * [Handout](#)
- * [Rubric](#)
- * [Newscast](#)



For more information

- * Cristina Zimmerman—Spanish
czimmerman@bettendorf.k12.ia.us

- * Mark Pisel—Business
mpisel@bettendorf.k12.ia.us

- * Hilary Puglisi—Art
hpuglisi@bettendorf.k12.ia.us

- * Cathy Ahrens—Social Studies
cahrens@bettendorf.k12.ia.us

- * Nancy Emmerson—Language Arts
nemmerso@bettendorf.k12.ia.us

- * Jenny McDaniel—Language Arts
jmcdanie@bettendorf.k12.ia.us

- * Eric Knudson—Health
eknudson@bettendorf.k12.ia.us

- * LeAnne Wagner—Teacher Librarian
lwagner@bettendorf.k12.ia.us

- * Bettendorf HS Library on Pinterest

<http://www.pinterest.com/betthslibrary/pins/>